

✠ Benchmark 3.1: Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy.

Level 4 – Exceeds Benchmark: Students learn and can lead a variety of forms of prayer; students are involved in the design of prayer services; students regularly serve in a variety of roles in the liturgy; liturgy is celebrated frequently as a school or class community.

✠ Level 3 – Fully Meets Benchmark: Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy.

Level 2 – Partially Meets Benchmark: Prayer is evident throughout the school day, and liturgy is celebrated a few times a year, such as on special feast days.

Level 1 – Does Not Meet Benchmark: Prayers are not a regular part of the school day, or prayers are said in a perfunctory manner, or opportunities for a growing prayer life or for Eucharistic celebration are scarce.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Schedule of liturgies		
<input type="checkbox"/>	School calendar showing prayer services		
<input type="checkbox"/>	Curriculum guides and lesson plans or maps showing teaching and practice of liturgical prayer, traditional Catholic prayers, devotional prayers (such as the rosary), meditative prayers (such as <i>lectio divina</i>), and spontaneous prayer		
<input type="checkbox"/>	Schedule of Eucharistic adoration		
<input type="checkbox"/>	Classroom and school liturgy observations		
<input type="checkbox"/>	List of students who lead prayers, serve as altar servers or readers		
<input type="checkbox"/>	Liturgical aids (student created)		
<input type="checkbox"/>	<i>Training materials for student liturgical participation</i>		
<input type="checkbox"/>	<i>Liturgy Planning resources</i>		
<input type="checkbox"/>	Other: <input type="text"/>		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

✠ Benchmark 3.2: Every student is offered timely, regular, and age-appropriate opportunities to reflect on their life experiences and faith through retreats and other spiritual experiences.

Level 4 – Exceeds Benchmark: Retreat experiences (on or off site) are an integral part of student life at all grade levels. When age appropriate, students have the opportunity to participate in the planning of retreats or other spiritual events. Students are given frequent opportunities to participate in guided reflection on their life experiences and faith (as in such daily practices such as the Examen or Direction of Intention). *(and the Sacrament of Reconciliation)*

✠ Level 3 – Fully Meets Benchmark: Every student is offered timely, regular, and age-appropriate opportunities to reflect on their life experiences and faith through retreats and other spiritual experiences. *(including participation in the Sacrament of Reconciliation)*

Level 2 – Partially Meets Benchmark: Students are offered a retreat on an infrequent or irregular basis, with minimal opportunity for reflection on life experiences.

Level 1 – Does Not Meet Benchmark: No retreat or reflective experiences are offered to all students in a timely, regular, and age-appropriate way.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Retreat schedules for class retreats		
<input type="checkbox"/>	Schedules for Days of Recollection or similar special programs		
<input type="checkbox"/>	School day schedules show time set aside for reflection		
<input type="checkbox"/>	Observation		
<input type="checkbox"/>	<i>Opportunities for the Sacrament of Reconciliation</i>		
<input type="checkbox"/>	Other: <input type="text"/>		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

✠ Benchmark 3.3: Every student participates in Christian service programs to promote the lived reality of action in service of social justice. *(The program should provide each student with a transformational experience and opportunity for reflection on how service is the lived action of the Gospel and Catholic faith teachings.)*

Level 4 – Exceeds Benchmark: Every student participates in some form of Christian service, choosing from multiple opportunities in a variety of areas serving social justice locally and globally, continually throughout the school year, clearly making the connection of such action with Gospel and Catholic faith teachings. *The school leads the students in a reflective practice that allows the student an opportunity to discern how the service projects affected them on a transformational, spiritual level.*

✠ Level 3 – Fully Meets Benchmark: Every student participates in Christian service programs to promote the lived reality of action in service of social justice. Intentional connection to Gospel values and Catholic faith teachings are offered as rationale for engaging in service.

Level 2 – Partially Meets Benchmark: Some students participate in Christian service programs offered at specified times in the school year (Thanksgiving or Christmas, for instance) to promote the lived reality of action in service of social justice.

Level 1 – Does Not Meet Benchmark: The school is not involved in offering opportunities for students to participate in Christian service programs to promote the lived reality of action in service to social justice. When service is undertaken, no intentional connection is made with Gospel values and Catholic faith teaching.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each

<input type="checkbox"/>	Record of food, clothing, school supply and toy drives facilitated by the school		
<input type="checkbox"/>	Age-appropriate letter-writing campaigns to legislatures or other entities in support of social justice		
<input type="checkbox"/>	Student reflections connecting service to Gospel values and Catholic teaching		
<input type="checkbox"/>	Photos, videos, media coverage, social media, and narrative		
<input type="checkbox"/>	Depictions of students’ experiences of service		
<input type="checkbox"/>	Witness given by those served		
<input type="checkbox"/>	Other: <input style="width: 350px; height: 25px;" type="text"/>		
<input type="checkbox"/>	Other: <input style="width: 350px; height: 25px;" type="text"/>		

boxes provided.

source of evidence referenced.

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

Benchmark 3.4: Every student experiences role models of faith and service for social justice among the administrators, faculty and staff.

Level 4 – Exceeds Benchmark: Every person working in the school community, regardless of position, understands and demonstrates that they are role models of faith and service for social justice to every student and outstanding examples of such abound. This is a clear and well-communicated expectation for employment in the school.

Level 3 – Fully Meets Benchmark: Every student experiences role models of faith and service for social justice among the administrators, faculty and staff. Being a role-model for faith and service is a consideration in hiring. This is an expectation of the school.

Level 2 – Partially Meets Benchmark: Some students experience role models of faith and service for social justice, and a few administrators, faculty and staff perceive their role as serving as such role models.

Level 1 – Does Not Meet Benchmark: Administrators and/or faculty and staff do not perceive their functions to be that of role models of faith and service for social justice to students, and students do not experience such role models among their administrators, faculty and staff.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Lists of administrators, faculty and staff serving as extraordinary ministers of Holy Communion, lectors, or other visible roles in their parishes as well as at school liturgies.		
<input type="checkbox"/>	Lists of administrators, faculty and staff visibly participating in social justice activities such as human trafficking awareness actions, respect life activities, fair trade or local farmer support initiatives, migrant worker pay or safety initiatives.		
<input type="checkbox"/>	Perception surveys from students and parents.		
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>		
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>		
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team